

20 September 1974

MEMORANDUM FOR: Deputy Director for Administration

THROUGH : CMO/DDA

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SUBJECT : Evaluation of [REDACTED] Institute Course "On Leadership"

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1. The [REDACTED] Institute Course "On Leadership" is outstanding. However, if you expect that a five day course on leadership dramatically transforms you into a finished Leader, then the course will be a disappointment. "On Leadership" is dramatic, but in a quiet way. The consensus of the group was that they gained new awareness, insight, and skills but success would come only through implementation of the theory. The course provides a comprehensive operating theory for action that if followed offers guidelines for developing leaders. It also teaches new skills and techniques as well as a framework for evaluating other techniques and management operating procedures and styles.

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2. The course, which is subtitled "Psychological Aspects of the Executive Role", is given by the members of the [REDACTED] Institute. These members are replete with degrees in psychology and psychiatry. Each aspect of the course, from accommodations, group activities, course information and content, etc., to the closing class is based on psychological principles. The only exception is the possible negative impact of the first two days of lectures in which [REDACTED] discusses the psychoanalytical principles of personality functioning and development. Discussion of the Id, Ego, Super Ego, origin and development of various drives can turn off some people. This threat is recognized [REDACTED].

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However, he feels the risk must be taken in order to lay the groundwork for understanding of individual motivation. He states that, "as much as 80 percent of executive failure is due to the inability to lead, motivate and integrate people toward the achievement of common purpose." He views people as active, complicated individuals. He challenges the cliches and hidden assumptions behind many motivational principles, maintaining that an executive needs a sophisticated understanding of what really makes people tick before they can be properly motivated.

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3. [REDACTED] and his associates build on this foundation of personality functioning to form an integrated operating theory for leadership. This is done through formal lectures, live exercises interspersed with analysis of actual cases. The theory is used in the analysis of cases

and the general consensus was that it proved itself time and again. It allowed a problem to be analyzed effectively, and in case after case revealed the basic conflict that was behind the surface problem. It was significant that surface problems generally are simply signals that a more serious situation exists. While each of the diagnostic sessions was lead by a staff member, the students rapidly became more penetrating in their analysis of the problem. However, it would require additional training and experience before an individual could handle major problems by themselves. Applying this theory to problem solving soon revealed that there are problems either structural or between a leader and a subordinate that cannot be solved. This does not indicate a weakness in the theory. On the contrary it proves that the principles work, since the reality of the situation is exposed. This permits the leader to take positive action and avoids the procrastination of hoping the problem will resolve itself in time.

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4. I have avoided using many of the terms used frequently in the seminar, but two terms seemed to me to capture the essence of [REDACTED] operating theory. One is "reality" and the other is "support". A leader must recognize his role (use of power) and carry it out. He guides, directs, protects and counsels subordinates. This involves supporting them in doing their jobs as well as exposing the reality of the work, either personal or structural. The following characteristics seem to amplify on these two terms: The characteristics of successful leaders do not require a specific personality style to be effective, although it may suit certain personalities more comfortably than others.

- a) Make objectives clear - clarify by asking what action will be taken.
- b) Describe how you would pursue objectives - this tells subordinates what you know about objectives, but not how to do tasks.
- c) Subordinates should contribute their own ideas on accomplishing tasks.
- d) Make clear the criteria along which performance will be judged - establish time and priority factors.
- e) Set standards of performance high, but reachable.
- f) Display high moral standards.
- g) Relationship with subordinate must be based on trust.

- h) Provide three kinds of help.
 - 1) Technical knowledge and experience.
 - 2) Knowledge of how to operate in the organization.
 - 3) Interpersonal communication.

5. The pre-course instructions ask that each participant prepare a case that will be used in the overall group discussion sessions. The case should be about a problem in relationships between yourself and another person. Our group discussions were excellent and each case (real) was thoroughly diagnosed. One individual changed his approach as a result of the insight he gained from the sessions. I would urge that future participants fully utilize this opportunity for problem-solving.

6. The course covered other topics, such as focused communication (listening), the family, the psychological contract and change. The most significant was the process of change and how to cope with it. The course schedule is attached and the course lecture material can be made available for in-depth review of these topics.

7. I have deliberately chosen to qualify my enthusiasm for the course by referring to the problem of implementation. The goal of improving your leadership effectiveness is clear. The course may challenge you to change your personality style in order to fully utilize the operating theory. The second challenge will be to use the principles in everyday work situations. I feel both tasks will require support and reinforcement. Top leadership must take the course to establish the importance of this operating theory and provide the incentive (reinforcement) for others.

8. The Agency's greatest asset is its personnel. Their increased productivity is essential in today's world of reduced personnel ceilings and budgets. The [redacted] approach to leadership is sincerely oriented around people and holds great potential for the Agency.

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Deputy Chief, ME Support

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